DOCUMENT RESUME

ED 424 469 CE 077 478

TITLE	Reading Workplace Maps (P8). Workforce 2000 Partnership.
INSTITUTION	Enterprise State Junior Coll., AL.; MacArthur State Technical Coll., Opp, AL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1996-00-00
NOTE	19p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 461-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
AVAILABLE FROM	Enterprise State Junior College, P.O. Box 1300, Enterprise, AL 36331; Web site: http://www.esjc.cc.al.us
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Adult Literacy; Behavioral Objectives; Blueprints; Carpeting; Curriculum Guides; Diagrams; *Education Work Relationship; Fashion Industry; Illustrations; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; *Map Skills; *Maps; Networks; Partnerships in Education; *Reading Skills; Records (Forms); Regional Planning; School Business Relationship; Skill Development; *Workplace Literacy
IDENTIFIERS	*Textile Industry

ABSTRACT

This curriculum package on reading workplace maps is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in reading workplace maps for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; overall time; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to teach learners to read and interpret work-related maps, schematic diagrams, pictorial drawings, illustrations, and blueprints. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

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ED 424 469

Reading Workplace Maps
(P8)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skills to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any of the partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

INCLUDING LEARNERS IN THE EDUCATIONAL PROCESS

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the asssessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

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Curriculum Guide

Module: Reading Workplace Maps
Job Title: New Hires

Author: Bennett and Stagliano

General Instructional Objective: Read and interpret written vocational materials
Overall Time: 1.35 hrs.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
I.B. 200 Read and interpret maps, schematic diagrams, pictorial drawings, illustrations and blueprints	5 min.	1.1 Motivational Activity Discuss students previous experiences with maps.	White Board Markers	Completion of List
	5 min.	1.2 Instructional Activity • Distribute a plant map to each student and have students mark their current location on the map. • Ask students to locate the key and discuss the key.	Pridecraft Map Pencils or Markers	Completion of Item I
	5 min.	1.3 Instructional Activity Distribute a tour form and explain how to fill in the form on the tour.	Tour Form	

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	45 min	1.4 Instructional Activity • Human Resource Representative will conduct a tour of the plant. • Discuss the tour and complete Tour Forms.	Tour Form Key	Student Completed Tour Form
	15 min	1.5 Instructional Activity • Discuss symbols seen on the tour and show an example of a symbol seen in the plant. • Distribute a copy of the Map Reading Exercise. • Discuss answers to the Map Reading.	Map Reading	Student Completed Map Reading Exercise
	5 min.	1.6 Closure Activity Use maps to draw the path a roll of fabric takes through Pridecraft.	Pridecraft Map	

Materials Needed

Student Handouts
1. Enterprise State Junior College Map
2. Pridecraft Map
3. Tour Map
4. Map Reading Activity

Instructor Materials
1. Overhead Transparencies of Maps
2. Dry Erase Markers
3. Picture of Eye Symbol

Lesson Outline

I. Discuss experiences with maps and discuss college map

II. Discuss Pridecraft Map

III. Explain tour form

IV. Plant tour

V. Discuss symbols

VI. Review map skills and draw the path a roll of fabric takes as it moves through the plant

LESSON PLAN

1.1 Motivational Activity--Why we use maps - 5 minutes

1. Ask students to think about a time when they used a map. Ask students for what purpose they used the map. List the different reasons for using a map on the board.

2. Distribute a copy of an Enterprise State Junior College map to each student. Ask students what information they can receive from looking at this map. Discuss the following questions with the class:
   - What is the key on this map? (Numbers identify the buildings on campus) Define a map key as a list or chart of symbols that explain the information that is found on the map.
   - What building is closest to the faculty parking lot? (Administration Building)
   - Leaving Plaza Drive, what street would you take to get to the student parking lots? (Cunningham)

1.2 Instructional Activity--Pridecraft Map - 5 minutes

1. Distribute a copy of the Pridecraft map to each student. Instructor displays a copy of the map on the overhead projector. Ask students to identify the key on the map. Discuss what information the color code gives the reader. (The color code represents the different work areas and the exit employees in that area are to use during an emergency. The color code also labels the "assembly points" where employees in a given work area are to gather after evacuating the building.)

2. Instruct students to place an "X" on the Lectra Conference Room (our classroom). (The instructor should place an "X" on the overhead copy of the map.)

3. Instruct students to draw a line to mark the route that they will use to leave the plant at the end of class today. (The instructor should draw a line on the overhead copy of the map.)

1.3 Instructional Activity--Tour Form - 5 minutes

1. Distribute a copy of the Tour Form to each student and ask them to read the form before leaving on the tour.

2. Instruct students to record the requested information on the Tour Form during the tour.

1.4 Instructional Activity–Plant Tour - 45 minutes

1. Human Resources representative will conduct a plant tour.

2. After the tour, discuss each question on the Tour Form and have students share the information they received on the tour.

1.5 Instructional Activity–Symbols - 15 minutes

1. Ask students to define the word "symbol." If an acceptable definition is not given, provide the following definition: Symbol - an object or figure standing for or representing something else. Discuss the different symbols seen on the tour such as the arrows above the fire extinguishers, no smoking signs, and handwash signs in the restroom.

2. Show students the "eye" symbol seen above the eye wash stations.

3. Distribute a copy of the Map Reading Exercise to each student. Instruct students to read the directions and complete the exercise.

4. Ask students to read aloud a question from the Map Reading Exercise and provide the answers. The instructor should complete the Map Reading Exercise on the overhead map as students supply their answers.

1.6 Closure Activity–Use map skills to locate different departments - 5 minutes

1. Ask students to look at their Pridecraft maps again. Have students draw on their maps the path a roll of fabric takes as it enters and goes through Pridecraft. Sample path:
    1. Receiving
    2. Quality Assurance
    3. Fabric Warehouse
    4. Cutting
    5. Production
    6. Distribution

2. After students have drawn a path on their maps the instructor should draw the path on the transparency so students can check their maps.

TOUR FORM
PRIDECRAFT ENTERPRISES - ENTERPRISE

As you tour the plant, make notes about the following items. You will use your notes to mark your map when you return to the classroom.

1. Name or Logo of Each Line:

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

2. Name of Each Department

1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	15. _____
8. _____	16. _____

3. Where are the **Bulletin Boards** located?

_____

4. Where are the **Plant Entrances** located?

_____

5. Where are the **Time Clocks** located?

_____

6. Where is the **Break Room** located?

_____

7. Please identify the location of a **fire extinguisher**: _____

8. How do you determine where a fire extinguisher is located?

_____

9. How many "**Mods**"? _____ Where are they located? _____

_____

10. Where are the "**Big Yellow Books**" located?

_____

11. What does the letters **A.D.C.** represent?

_____

12. Where are the "**Raw Materials**" located?

_____

13. Where is the **Maintenance Department**?

_____

14. Locate an **Eye Wash Station**.

_____

15. Who is the **Quality Assurance Manager**? _____
16. Who is the **Quality Assurance Supervisor**? _____
17. Who is the **Plant Manager**? _____

Map Reading Exercise

Instructions:

Using your map of the Pridecraft facilities and the corresponding Tour Form, complete the following:

1. Label the location of four departments on the map.
2. Place MSDS at one location of the big yellow books. What does the letters MSDS represent?
3. Draw an eyeball at the location of one of the eyewash stations.
4. Place a red X at the location of one of the fire extinguishers.
5. Write in the letters ADC on top of the proper location of the Alabama Distribution Center.
6. Draw a picture of yourself in the Lecture Room.
7. Draw a pair of scissors on top of the Cutting Area.
8. Draw a BB on top of the location of the HR bulletin board.
9. Draw a clock at the location of one of the time clocks.
10. Mark two of the plant entrances with E's.

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(**P**=Poor, **F**=Fair, **G**=Good, **E**=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

Name of Course: Reading Workplace Maps
Date of Course: _____

Name: _____
Employer: _____

GOAL	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• **Improve skills for current job**	Read and interpret maps, schematic diagrams, pictorial drawings, illustrations and blueprints	1. Discuss students previous experiences with maps 2. Guided Practice: a. Mark current location on map b. Locate Map Key/Legend		
• **Improve skills for changing technology future jobs**		3. Distribute and discuss Tour Form 4. Conduct Tour		
• **Improve reading/ writing/ math**		5. Complete Tour Form 6. Discuss symbols		
		7. Complete Map Reading Exercise 8. Applied Practice: Draw the path of a roll of fabrics through the plant		

_____ _____
Employee Signature Date Instructor Signature